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ABSTRACT

The Elderly Service Workers' Training Project (ESWTP) was designed to identify the problems encountered by human service workers in their daily contact with older adults. A needs assessment (mail survey and structured personal interview) was conducted throughout Manitoba to identify and document the scope of human service workers' on-the-job problems in providing services to older adults from the four principal ethnic groups in Manitoba: Ukrainian, French, German, and Native Canadian. The study findings were categorized into three areas or blocks: basic knowledge of the aging process, cultural gerontology (problem solving/helping skills), and work environment. Four cultural task committees were involved in generating the project's instructional modules. The following materials resulted from the project: 21 print, 12 interactive video, and 9 computer-assisted instruction learning modules; a user's guide; a handbook of selected case studies; the project final report; and the ESWTP authoring system. The three instructional blocks focus on (1) the personal development of the human services worker from the standpoint of beliefs and feelings about death and dying; (2) development of an understanding of older adults' personal beliefs, attitudes, and perspectives as a prerequisite for developing worker empathy for older adults; and (3) development of skills to deal with issues and seek solutions to problems in a manner consistent with different cultural backgrounds. (MN)

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ELDERLY SERVICES WORKERS' TRAINING PROJECT

FINAL REPORT

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ELDERLY SERVICES WORKERS' TRAINING PROJECT

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Executive Summary

ELDERLY SERVICES WORKERS' TRAINING PROJECT

The Elderly Services Workers' Training Project was designed to identify the problems encountered by human service workers in their daily contact with older adults.

A primary feature of the project was the identification of specific worker needs in their service delivery to the older adults of four ethnic groups in Manitoba: (1) Ukrainian, (2) French, (3) German, and (4) Native.

The goals of the Elderly Services Workers' Training Project were:

1. To identify and document the problems human service workers encounter in their daily interaction with older adults,
2. To develop an instructional program for effective problem solving support with regard to the problems identified in purpose number one,
3. To incorporate the uniqueness of diverse multi-cultural settings in the solutions to identified problems,
4. To develop a foundation of knowledge for both the preservice and inservice training of human service workers who will work with the older adult population, and

5. To create opportunities for diverse agencies and cultures to interact in the searching/developing process of problem solutions.

Activities

To assist in the conduct of the project and in the selection of problems and solutions in the various instructional modules (packages), an Advisory Committee with representatives from various agencies, organizations and cultural groups was established.

Four additional Cultural Task Committees (Ukrainian, German, French and Native) were involved in the generation of the project's instructional modules.

Each Task Committee was composed of Grassroots representatives to ensure that the materials developed reflected their cultural concerns.

To determine the scope of human service workers' on-the-job problems, a province-wide needs assessment (mail survey and structured personal interviews) were conducted in the summer of 1983.

The findings were categorized into three areas or blocks. Block A is a generic category designed to provide the worker with basic information regarding the aging process. Block B is written from the perspective of four different culture groups. Block C is a generic category focusing on the work environment.

Block A: Basic Knowledge of the Aging Process

Block B: Problem Solving/Helping Skills

Block C: Work Environment

The three blocks are related to the identified needs of the target population with an emphasis on the following three foci.

Focus (1): focuses on the personal development of the worker or more specifically - does the worker personally come to terms with the issue (i.e. the worker's beliefs and feelings about death and dying).

Focus (2): focuses on an understanding of the older adult's personal beliefs, attitudes and perspective (i.e. this is an effort to develop worker empathy for the older adult).

Focus (3): focuses on the development of skills to deal with an issue and seeks solutions to the problems.

NOTE: not all levels of workers were expected to have development in each of the three areas.

The ultimate outcome was the development of 21 instructional modules in the print format, 12 instructional modules in the interactive video (tape) format and 9 instructional modules in the computer-assisted instruction (CAI) format. All CAI courseware utilizes the Apple IIE microcomputer. In the case of interactive video (tape) courseware, a Sony Betamax Video cassette player/recorder is necessary.

The modules are accompanied by a User's Guide, a Handbook of Selected Case Studies, the ESWTP Authoring System and the ESWTP Final Report. The titles of the training project's modules and resources are:

ELDERLY SERVICE WORKERS' TRAINING PROJECT (ESWTP)

TITLES OF THE TRAINING PROJECT'S MODULES

Block A: Basic Knowledge of Aging Process

A.1 Program Planning for Older Adults **
A.2 Stereotypes of Aging **
A.3 Human Development Aspects of Aging **
A.4 Social Aspects of Aging **
A.5 Physiological Aspects of Aging **
A.6 Death and Bereavement **
A.7 Psychological Aspects of Aging **
A.8 Confusion and the Older Adult **
A.9 Nutrition and the Older Adult **
A.10 Listening and the Older Adult **

Block B: Cultural Gerontology

B.1 Ukrainian Culture **
B.1.1 Communication and Adjustment *
B.1.2 Communication and Adjustment *

B.2 German Culture **
B.2.1 Communication and Adjustment *

B.3 French Culture *
B.3.1 Communication and Adjustment *

B.4 Native Culture *
B.4.1 Communication and Adjustment *
B.4.2 Communication and Adjustment *

Block C: Work Environment

C.1 Work Environment I *

Resource Materials:

Handbook of Selected Case Studies
User's Guide
ESWTP Authoring System
ESWTP Final Report

Please Note:

ALL MODULES ARE AVAILABLE IN THE PRINT FORMAT. THE CODE FOR IDENTIFYING OTHER FORMATS IS LISTED BELOW.

Code	Format
*	Computer-Assisted Instruction (CAI) Courseware
**	Interactive Video (Tape)/Computer-Assisted Television Courseware

I. INTRODUCTION

A. Background to Project

Canada is still a very young nation, but each year a greater proportion of its population join the "ranks" of the older adult. At the present time, statistics show that 9.7 percent of Canada's population is over 65 while in Manitoba 11.9 percent of Canada's population is over 65 (Blanford, 1985). Older adults represent the fastest growing group in our nation and are projected to increase even more rapidly in the next decade.

The majority of persons over 65 are not disabled, dependent or depressed and there is tremendous variety in old age both individually and collectively as there is with any age group. Contrary to what many people believe a minority of elderly over 65 live in some kind of institution. The Senate Committee on Aging (1966) in 1962-63 estimated that only 7.7 percent of Canadians over 65 years of age live in some kind of institution.

As the number of older persons increase there will be greater demands and expectations on all services. Quality service is dependent upon service providers whether in the marketplace or in service institutions who understand and are sensitive to the needs of older adults in maintaining a satisfactory quality of life.

Working with the elderly not only requires an understanding of the elderly but it requires also an

awareness of culture. Canada is a collection of many cultures each tending to hold to its beliefs. It is the rule rather than the exception to have a human service worker and the elderly person coming from two very diverse cultures further confounded by a professional ethnocentrism on the part of the worker interfering with communication.

Transcultural communication and ethnocentrism require special attention when working with the elderly. Ruiz (1981) has defined ethnocentrism as "The belief in the validity of one's own ways.... A generalized attitude which predisposes an individual to reject members of ethnic and national groups not of his own." From the definition, it is obvious that a person is ethnocentric as a result of basic socialization.

There are two sides to the ethnocentrism phenomenon. There is the side of the human service worker of the modern professional culture (e.g. modern scientific medicine has been sanctioned with the ultimate responsibility for health care, thus professionals quite unconsciously routinely disregard the health beliefs, customs and behaviors of their clients) and the other side, the clients culture. Ethnocentrism on the part of both the service worker and the client can be major impediments in communication and eventual resolution of problems. Even outside the

professional culture a non-professional worker may have a culture quite different from that of the client. This is no less of a problem.

Transcultural communication has received considerable attention by researchers particularly since the 1970's. Many studies point out the reality and significance of cultural differences and culturally relevant illness (Davitz 1976, George 1981, Kowar 1981, Pennebaker 1981, Rubin 1979).

Often times the human service worker is criticized for not understanding the older adult and not being sensitive to cultural differences. However, the blame may be misplaced. There is a lack of leadership and proper preparation programs, further, resources or services that might be of great help to human service workers in eliminating or reducing concerns are not available (Miller, 1981).

To ascertain the current state of workers' training, the authors contacted a number of Manitoba multicultural organizations providing services for the older adult. Organizations which dealt with the healthy older adult as well as organizations which dealt with the chronically ill older adult were contacted. The contacts resulted in the following findings:

1) Most of the human service worker inservice programming was conducted by the respective

organizations. All organizations indicated a dearth of existing outside programs for workers and that resources were hard to locate. Little inservice work with a cultural focus was being done by organizations but organizations expressed a high need in this area.

2) All organizations emphasized the need for inservice programs for human service workers working with the older adult. A strong feeling was expressed by all that an inservice project focusing on workers' problems and specifically on culture would be invaluable and timely.

3) Organizations indicated that most of the training programs presently available focused in general terms on the older adult and were mostly theoretical thus missing the practical work needs of the human service worker.

4) Without exception, all organizations indicated a very strong desire to participate in any efforts to improve inservice programs for human service workers who provide services to older adults. One organization offered all of its resources.

5) All organizations indicated that they would utilize appropriate inservice programs.

Based on the foregoing findings, the Elderly Service Workers' Training Project (ESWTP) was proposed. For this project, human services were defined as those

public and private programs, specifically designed and formally organized to fulfill human needs in the areas of personal growth and development. Human service delivery to the older adult involves a diversity of workers, some of whom are social workers, nurses, activity workers, recreation workers, educators, nutritionists and home care workers to name a few.

B. Basic Assumptions

Basic assumptions that underlined the ESWTP were:

1) The quality of service provided to the older adults by human service workers could be improved through training to effectively deal with the various problems of the multicultural older adult population.

2) Agencies, Organizations, and other Educational Institutions servicing the older adult could utilize the multicultural training packages to strengthen their knowledge and understanding of the human service worker -- older adult problem dimension.

C. Purpose and Goals

The Elderly Services Workers' Training Project was designed to identify the problems encountered by human service workers in their daily contact with older adults of various cultures.

A primary feature of the project was the identification of specific worker needs in their service delivery to the older adults of four ethnic groups in Manitoba; French, German, Native and Ukrainian.

The goals of the Elderly Services Workers' Training Project were:

1. To identify and document the problems human service workers encounter in their daily interaction with older adults of selected culture groups.

2. To develop an instructional program for effective problem solving support with regard to the problems identified in purpose number one.

3. To incorporate the uniqueness of diverse multicultural settings in the solutions to identified problems.

4. To develop a foundation of knowledge for both the preservice and inservice training of human service workers who will work with the multicultural older adult population.

5. To create opportunities for diverse agencies and cultures to interact in the searching/developing process of problem solutions.

II. PROJECT DESCRIPTION

This section of the report includes an overview of essential project activities. To facilitate the presentation, information is organized under three major headings.

A. Research Phase
B. Development and Testing Phase
C. Dissemination and Implementation Phase

A. Research Phase

1. Literature Review

During the preliminary months of the project, a thorough review of related literature (focusing on human service workers needs within a cultural perspective and interactive video modular training) was conducted by the principal investigators. This review included a computer search of information bases. Additional information and needs were identified by the investigators through personal telephone interviews with local administrators, and through materials obtained from correspondence.

While conducting the literature search, project staff attempted to secure copies of any documents which appeared to have relevance for the preparation of project training modules and resources.

2. Organization of the Project

Core Advisory Committee

The activities of the ESWTP were monitored by a system of voluntary Advisory Committees. The overall management and direction of the project was monitored by a Core Advisory Committee which consisted of representatives from various organizations providing services to older adults. Special attention was given to ensure representation from the respective four cultures of the project. The Core Advisory membership included 10 representatives and their job was to advise the project staff regarding development procedures.

Cultural Task Committees

Four cultural task committees were assembled (Ukrainian, French, Native and German) for the purpose of providing resources, expertise and guidelines in the development of project products (modules). Task committees assisted (see German Culture Sample, Appendix A) with the drafting, reviewing and piloting of prototype modules.

The chair for each cultural task committee was the respective representative from the Core Committee. The chair advised the Project Investigators of suitable representatives who had the necessary expertise to deal with the identified concerns to be addressed in the

modules. These representatives were then invited to sit on the Cultural Task Committees.

The composition of the cultural task committees included problem specialists as needed and had an older adult representative from the respective culture. Task committee involvement and commitment were quite extensive.

3. Identified On-the-job Concerns

The Province of Manitoba was divided into four categories of communities. These four categories were as follows:
(1) urban, (2) rural, (3) native, and (4) North of 53. Project staff developed a list of Manitoba public and private organizations which offered services or worked with the older adult in each of the four community categories. Each category was further divided by type of leisure facility into two sub-categories: (1) Residential; (2) Non-residential. This list identified services offered, catchment area, contact person and unique cultural perspectives.

Four cultures were identified to provide a multicultural focus. These cultures were French, German, Native and Ukrainian. The cultures were selected on the basis of the percentage of older adults in the Manitoba population and particular uniqueness. From

each of the four community categories a 10 percent stratified sample of human service workers was selected for problem identification purposes. The stratification ensured that there would be representation of workers from different types of human service organizations, workers involved with the four cultures, and workers from different professional and paraprofessional groups.

Following initial telephone contacts with 380 older adult facilities and organizations in Manitoba, 80 facilities meeting established criteria, employing 1,787 human service workers were then sent written survey instruments with return envelopes to help identify human service workers concerns.

A survey instrument was structured by project staff to reflect the following information:

(1) Demographic Information. (place of employment, classification of worker, hours of work per week, job title, description of duties, education completed).
(2) Identification of Problem.
(3) Cultural background of the Older Adult that problem occurred with.
(4) Commonness, Seriousness and Ease of Solving Problem.
(5) Availability for in depth interview.

4. Structured On-site Interviews

The purpose of the on-site structured interviews were to:

(1) clarify key ambiguities gathered through written surveys;

(2) ensure dialogue, collaboration and support among the many workers having an interest in the project; and

(3) elicit direct inputs into expressed concerns;

The actual field interview questions were directed towards worker training, site support limitations, clarification of problems identified and/or solved, worker overload and stress, and especially cultural awareness.

A total of seventy-two interviews were conducted during the summer of 1983. Of these, forty-two in-person interviews were conducted with human service workers in rural Manitoba and thirty in Winnipeg. As a result of the surveys and structured interviews, it was found that new employees and non professionals had the greatest concerns about needs. Thus, they became the primary target audience.

5. Preliminary Problem Areas Priorized

The CORE COMMITTEE along with project staff reviewed preliminary data (see Table 1. Human Service Worker Problem Identification List), clarified the raised problems, cultural concerns, and established criteria for problem selection.

A modified Delphi technique was later employed with CORE MEMBERS to determine the immediate importance of given problems, clustering of problems, identifying any additional pertinent problem areas and identifying cultural priorities. The CORE COMMITTEE stressed that besides cultural problems, an important consideration be given to "BASIC KNOWLEDGE OF AGING", the reason being that many workers may lack the foundations needed by them to understand the Aging Process.

TABLE 1.

Human Service Worker

Problem Identification List

Rank by No. rep.	Problem Type	Code No.
1 -	Memory Loss/Confusion/Disorientation	1
2 -	Medical condition/Loss of Function	31
3 -	Inappropriate Social Behaviour	10
4 -	Family	3
4 -	Depression	15
4 -	Counselling	
7 -	Noncompliance	8
8 -	Impaired Communication	5
9 -	Loneliness/Social Isolation	17
10-	Aggressive Behavior	2
11-	Attitude	62
11-	Discontent	9
13-	Level of Motivation	12
14-	Coping Capacity/Emotional Involvement	63
15-	Adjustment to Disability	35
16-	Nutritional Needs	37
17-	Unrealistic Expectations of the Elderly	61
18-	Poor Hygiene	4
19-	Transition in Needs	33
19-	Interpersonal Conflict	52
21-	Threat to Self or Others	7
22-	Staff and/or Client Grievances	51
23-	Patient Education	54
24-	Grief	16
24-	Adjustment to Institution	32
26-	Financial	18
26-	Loss/Change	36
26-	Unrealistic Expectations of Worker	6
29-	Alcoholism/Drug Abuse	13
30-	Role Conflict	53
30-	Mental Instability	14
32-	Resources/Staffing	54
33-	Inappropriate Sexual Behavior	11
34-	Widowhood	34

Additional input was sought from older adults and administrators. As such, older adults were interviewed by project staff and several interviews were conducted with urban agencies' administrators to obtain their feedback on the problems identified by Human Service Workers.

6. Problem Areas Clustered

In deliberation with the Advisory Committee, all inputs (findings, suggestions and recommendations) were categorized in three areas or curriculum blocks. These blocks were as follows:

- Block A: Basic Knowledge of the Aging Process
- Block B: Cultural Gerontology
- Block C: Work Environment

Block A was a generic category designed to provide the worker with basic information regarding the aging process.

Block B was a cultural specific category designed to provide the worker with general insight into the basic background and concerns of older adults.

Block C was a generic category designed to provide the worker with basic information on the constraints affecting the worker in the work environment.

The different aspects of the three blocks were linked to the identified needs of the target population and reflected the following three foci:

Focus (1): The personal development of the worker or more specifically--does the worker personally come to terms with the issue (i.e. the worker's beliefs and feelings about death and dying).

Focus (2): An understanding of the older adult's personal beliefs, attitudes and perspectives (i.e. This is an effort to develop worker empathy for the older adult).

Focus (3): The development of skills to deal with an issue and seeks solutions to the problems.

7. Content Advisory Committee

The project staff, in consultation with the Core Committee, selected and utilized the services of a Content Advisory Committee. This Committee consisted of a total of nine members. Every effort was made to utilize staff who were knowledgeable about aging and who had a commitment to the development of human service workers' training materials as a device for expanding and improving in-service and pre-service training programs in Manitoba. To facilitate the Content

Advisory Committee's task of translating researched project workers' concerns into organized content, another person had to be selected. This experienced person would be requested to submit to the Content Advisory Committee a document which would include a narrative describing the general objectives and proposed content exclusively for Block A. Basic Knowledge of Aging Process.

The result of this activity was designating Ms. Donna Morrison as the writer who completed this task in June, 1984. The Content Advisory Committee then served to assess the document and carefully reviewed all of the suggested provisions. All input from the Content Advisory Committee was documented and forwarded to the CORE Committee for recommendation.

The mandate of the Content Advisory Committee was to provide guidance to project staff by:

(1) Reviewing module content outline in Block A;
(2) Clarifying content and objectives;
(3) Suggesting learning experiences;
(4) Identifying expert content writers and reviewers;
(5) Determining the depth and scope to be covered.

B. Development and Testing Phase

The ESWTP conducted formative evaluation procedures on all product development. The literature review along with recommendations from inservice educators suggested that the training program should be designed in the form of self study modules that can be used by an individual or by a small group. It was decided that for the purpose of the ESWTP that a module would be an instructional package designed to cover a single topic.

Extensive alternative delivery systems were available for implementing human service workers' developmental activities directed toward improving services for older adults. However, for the Project's purposes and situation, the modularized (print), interactive video and computer-assisted instruction approaches were selected.

This was done after carefully examining some of the following considerations: Characteristics of our clients (concerns, preferences, time and financial constraints), accommodating a variety of staff schedules/sites, and delivery of in-service/pre-service activities at almost any time of day or evening.

1. Modules (Print Format)

The ESWTP modules (print) are essentially self-contained and are structured as follows:

Introduction	(rationale)
General Objectives	(outcomes to be achieved by the trainee)
Major Content	(readings, videotapes, cases, activities)
Summary	(overview of module)
Appendix	(additional readings and resources not contained in the module per se, such as selected textbooks, films and audiotapes)

Further, each module (print) is cross-referenced, colour coded for ease of identification, graphically illustrated, utilizes humour and is written at a grade 10-11 reading level.

2. Modules (Interactive Video Format)

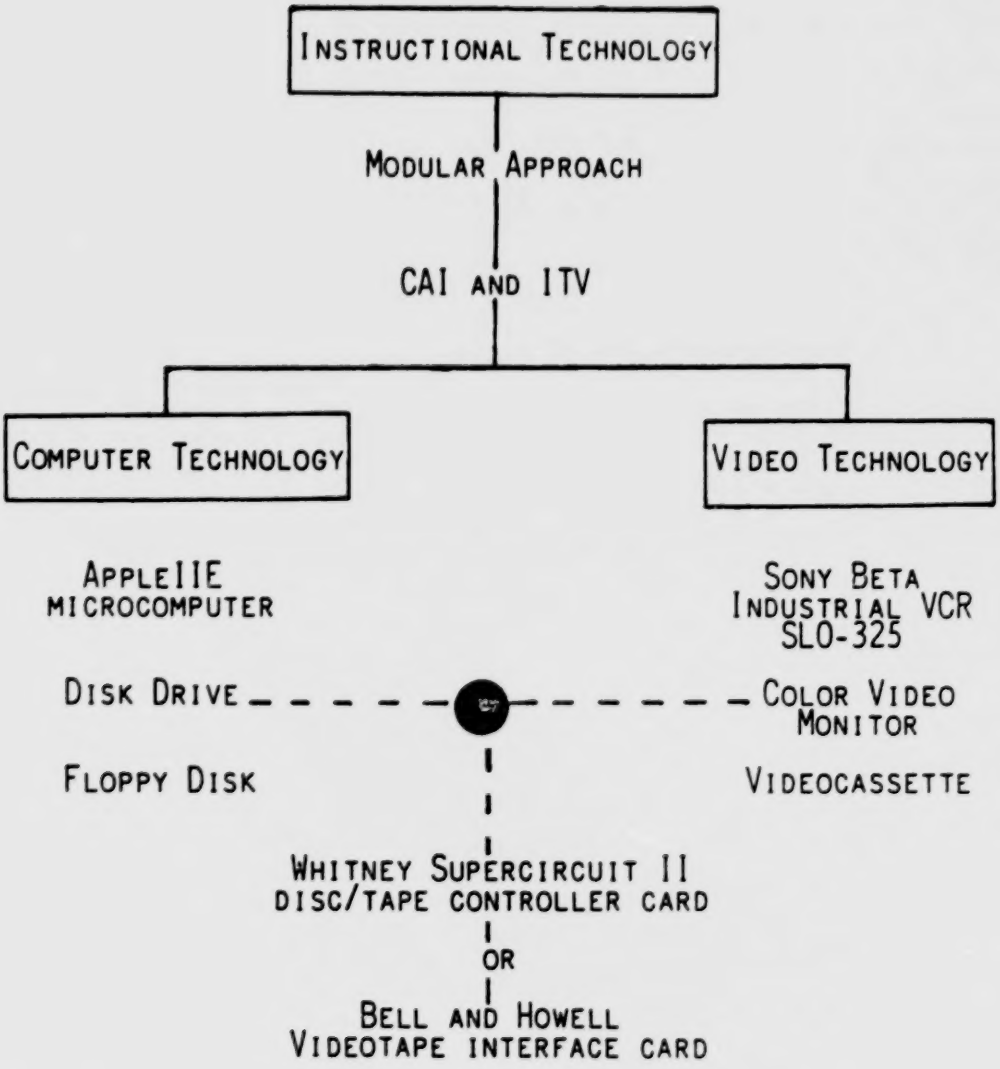
To facilitate more effective instruction in education and training, interactive video involves the use of three technologies: (1) Instructional Technology (2) Computer Technology (3) Video Technology. Figure 1. ESWTP Interactive Video System illustrates the technologies involved. The potential instructional uses

of interactive video technology are limited only by its technical capabilities offered to the program developer/designer.

The ESWTP interactive video technology system allows the user an endless combination of the following available functions:forward, slow or fast motion, still frame, video motion picture, repeated video or text segments, graphics, charts and tables.

The ESWTP interactive video system basic hardware components are: (1) a videocassette player/recorder, (2) a microcomputer, (3) a video monitor and, (4) an interface control card. The interface card allows computer control over presenting videotape segments. The software components are: (1) a videotape, and (2) a floppy diskette.

Figure 1. ESWTP INTERACTIVE VIDEO SYSTEM



CAI = COMPUTER ASSISTED INSTRUCTION

ITV = INSTRUCTIONAL TELEVISION

3. Generic and Cultural Print Module Development

A Prototype Evaluation Committee (P.E.C.) was selected. The criteria in the selection of P.E.C. members included extensive experiences in the area of Training and Curriculum Development.

The P.E.C. committee consisted of a total of seven individuals with the main purpose to review the proposed prototype module format. The P.E.C. committee review was used to revise the prototype prior to the development of any modules or any field testing.

All generic and cultural module development employed the following procedures:

1) Content Advisory Committee approved proposed module objectives;
2) Expert writer or writing team contracted to write specific modules according to objectives;
3) Modules were reviewed by project staff and selected external experts;
4) Project staff synopsized all comments, formatted the information, rewrote content or made revisions;
5) Modules in final form were resubmitted to content contributors for final viewing;
6) Modules were readied for field testing;
7) Modules revised by project staff and prepared for camera-ready format.

Cultural modules followed a similar process as that described above with one exception: four Cultural Task Committees were formed to plan, monitor and review the content of their respective modules. In short, each Cultural Task Committee became the Content Advisory Committee for their respective modules.

In total the ESWTP developed 21 print modules, 12 interactive video modules, 9 computer-assisted instruction (CAI) modules and 4 resource materials. The interactive video modules utilize an Apple IIe micro-computer, a video monitor, an industrial/educational Sony Betamax video player/recorder, and an interface control card (by Whitney Educational Services or Bell & Howell). The CAI modules utilize an Apple IIE micro-computer and a video monitor.

4. User's Guide

Based on the results of the field trials it was decided that a separate User's Guide should be designed to assist instructors in making effective use of the instructional modules. A suggested testing section forms the first component of this manual. The questions are of two formats, multiple choice and true or false. The technical section forms the second component of this manual. It provides educational researchers,

programmers, instructional product developers some insight into the design, processes, system components and other related technical yet critical information which aided ESWTP investigators produce their courseware.

5. Handbook of Selected Case Studies

A handbook was designed to assist instructors in training human service workers. All the case studies in this handbook are 'actual cases' (real situations) that had been collected by research staff in the field in the summer of 1983.

The cases have been presented in a generic fashion, with the exception of the Miscellaneous section. The handbook also contains a diversification of methodologies section (forming working groups, instructor's interventions) and suggested questions.

ELDERLY SERVICE WORKERS' TRAINING PROJECT (ESWTP)

TITLES OF THE TRAINING PROJECT'S MODULES

Block A: Basic Knowledge of Aging Process

A.1 Program Planning for Older Adults **
A.2 Stereotypes of Aging **
A.3 Human Development Aspects of Aging **
A.4 Social Aspects of Aging **
A.5 Physiological Aspects of Aging **
A.6 Death and Bereavement **
A.7 Psychological Aspects of Aging **
A.8 Confusion and the Older Adult **
A.9 Nutrition and the Older Adult **
A.10 Listening and the Older Adult **

Block B: Cultural Gerontology

B.1 Ukrainian Culture **
B.1.1 Communication and Adjustment *
B.1.2 Communication and Adjustment *

B.2 German Culture **
B.2.1 Communication and Adjustment *

B.3 French Culture *
B.3.1 Communication and Adjustment *

B.4 Native Culture *
B.4.1 Communication and Adjustment *
B.4.2 Communication and Adjustment *

Block C: Work Environment

C.1 Work Environment I *

Resource Materials:

Handbook of Selected Case Studies
User's Guide
ESWTP Authoring System
ESWTP Final Report

Please Note:

ALL MODULES ARE AVAILABLE IN THE PRINT FORMAT. THE CODE FOR IDENTIFYING OTHER FORMATS IS LISTED BELOW.

Code	Format
*	Computer-Assisted Instruction (CAI) Courseware
**	Interactive Video (Tape)/Computer-Assisted Television Courseware

6. Field Testing

Prior to the printing of instructional materials, project staff deemed it necessary to try out the developed products with potential users.

All arrangements for the experimental tryout of print and interactive video formats were organized. These included a number of activities such as:

- identifying field test sites
- designating site resource material coordinators
- providing training orientation to assigned coordinators
- monitoring field testing of both formats
- collecting and summarizing field test results
- summarizing follow-up card comments
- revising materials based on field test concerns
- editing and preparing materials for quantity production

The evaluation of the print and interactive video formats had two foci. The first focus related directly to the previewing format itself with questions about process, content, sequencing of materials, personal perceptions of relevance, satisfaction and future use. The questionnaire pertaining to the previewing formats was completed immediately following the use of the

formats (sample questionnaires are located in Appendix D). The second focus was on the utility of the modules content to the user's on-the-job activities. The users were asked to indicate how this material helped them on-the-job by means of a follow-up postcard which was to be completed within four weeks following the use of the material. The four weeks time period allowed the users to ascertain where in their daily work the materials helped them.

Some of the users of the materials included activity workers, orderlies, nurses, social workers, occupational therapists, physiotherapists, licensed practical nurses, nurses' aides, recreation workers and various department coordinators. Overall it can be concluded that most users found the print and interactive video materials useful in assisting them in their daily work.

C. Dissemination and Implementation Phase

The dissemination and implementation of both the print and interactive video training modules commenced in the Summer of 1986, when a significant number of project training materials were readily available. Since the project addressed human service workers' on-the-job concerns, it was important to get assistance to workers as soon as possible.

The dissemination and implementation phase consisted of four components:

I: The Impact Postcard

II: Training facilitators for ESWTP materials resources.

III: Conduct the ESWTP workshops.

IV: Establish Material Dissemination Site.

I. The real value of any work-related training material is knowing how useful it was in assisting one within their place of employment. Some time may have to pass before such a value can really be determined. Project investigators therefore, designed a follow-up mail card survey of implementation progress and impact and requested each of the participants involved in the mailcard follow-up to complete one assessment per module used (Appendix E Follow-up Postcard/Mailcard) no later than four weeks after using one. This dimension of the follow-up enabled project staff to obtain some additional insight as to how an assigned module has helped a human service worker in their daily work situations.

II. This component focused on provincial institutions from which human service workers were selected to identify problems. When the first sample was selected, the respective institutions were invited to attend or send a designated representative to a

scheduled inservice (see Appendix C).

The purpose of this inservice were to:

1. Introduce a series of training modules and resource handbook materials that were designed to assist human service workers in their daily interaction with the older adult population of four culture groups in the province of Manitoba;
2. Train a selected cadre of facilitators (resource personnel) familiar with the use and implementation of the ESWTP materials;
3. Provide a training setting that will involve participants (i.e. facilitators, trainers or staff development officers) in activities that could answer their questions and help resolve problems concerning the use of the ESWTP training modules;
4. Provide participants with an opportunity for sharing ideas, and generating new ideas concerning the implementation of various techniques and instructional programs for more effective support and training of human service workers.

At the completion of the designated session (maximum 20 per session), participants received, at no cost, a full set of the printed training modules and resource materials. To help project staff: (1) assess the quality of the organized inservice and to determine the extent that it has met the participants

expectations, a workshop evaluation questionnaire was distributed (see Appendix C); (2) identify additional pilot sites for the training material or determine the willingness of their institution to serve as a workshop facilitator to introduce this information to others, a workshop handout questionnaire was disseminated (see Appendix C).

III. This component is identical to component II except that all institutions working with the older adults which were extended an invitation but were unable to attend their particular session, were again invited to re-register. In addition, project investigators felt this component will prosper with time as effective publicity continues to inform the ESWTP targetted audience (See Promotion Of Products Section of this report).

In short, components I and II focused on training facilitators through workshops planned by ESWTP staff in the following manner.

Workshop A: was institution based and was offered at the Faculty of Education.

Workshop B: was for educational institutions, organizations, for large institutions with in-house training and was also offered at the Faculty of Education.

IV. This component focused on the feasibility of establishing a project training material dissemination site. Three approaches were given serious consideration and as such were implemented.

(1) Continue to house and disseminate project material from the Faculty of Education, University of Manitoba.

(2) Establish contacts with ERIC (Educational Research Information Centre) to aid with the national and international dissemination of project material.

(3) Contact potential project material sponsors to aid in the dissemination of the modules.

III PROMOTION OF PRODUCTS

A. Introduction

In this effort, effective publicity was a planned project function. A detailed plan (Modified Promotion Work Breakdown Structure - MPWBS) was designed to provide a systematic means of communicating relevant project information to a broad audience on a (1) provincial and (2) national basis. There were several major outcomes that this effective promotion of the ESWTP has brought about.

Among these were:

(1) professional recognition for contributing authors and/or presenters;

(2) development of an initial market for project product and;

(3) increased visibility of field test sites.

The planned publicity utilized four major vehicles. The first vehicle promoted the project via printed/published materials. Activities related to this approach ranged from writing news-type releases, mailing project information, to submitting documents or articles for publication.

The second major publicity emphasis was on scheduling several media interviews to present specific information about the project.

The third planned effort was on obtaining invitations to present the project at annual meetings/conferences.

The fourth vehicle focused on visibility, involvement and linkages with field test sites.

B. Selected Publicity Outcomes

Code/Vehicle

(1) / Printed/Published

(2) / Media Interviews

(3) / Conferences/Meetings

(4) / Field Test Sites

(1) "The Elderly Services Workers Training Project," (1984). Organization for Economic Co-operation and Development, International Conference on Education and New Information Technologies, July 9-12, Paris, France: Centre for Educational Research and Innovation.

(1) Prepared PRESS RELEASES in English, German and Ukrainian and mailed to appropriate daily newspapers.

(1) "Seniors are focus of University of Manitoba Projects". (1983). Health Education. Ottawa, Ontario: Health and Welfare, Canada, 22(2), Fall:18.

(1) "Elderly Human Service Workers Project Print Material". (1986). submitted in October for publication to the ERIC Clearinghouse, Columbus, Ohio.

(2) "New Training Programs at the University of Manitoba". (1985). Interviewed in Ukrainian on November 15 by Radio Canada International--East European Area at the Montreal, Quebec Studio.

(3) Presentation (1986) to a 15 member European Academic Delegation coming from France and Italy. Project overview delivered in March at the Faculty of Education, University of Manitoba,

(3) "Elderly Human Service Workers Concern Based Training: A Multicultural Perspective". (1984). Paper presented at the Ninth Annual Meeting of the Permanent Conference of Ukrainian Studies, sponsored by Harvard Ukrainian Research Institute, Harvard University, Cambridge, June 8-10.

(3) "Elderly Human Service Workers Project Development -- Expectations of Administrators". (1984). Presented to the Manitoba Association of Long Term Care Administrators on June 28, (Municipal Day Hospital) and October 4, (Tache Nursing Home).

(3) "Elderly Human Service Workers Concerned Based Training". (1984). Joint lecture with demonstration on Interactive Video Technology presented June 29 at St. Andrew's College. This event was sponsored by the Centre for Ukrainian Canadian Studies, Winnipeg.

(3) "La recherche de nouvelles avenues en formation professionnelle". (1986). Invited presentation to the cinquieme colloque de l'enseignement professionel du Quebec, Universite du Quebec a Chicoutimi, October 2.

(3) "La Video interactive en education: une application". (1986). Invited presentation to the cinquieme colloque de l'enseignement professionnelle du Quebec, Universite du Quebec a Chicoutimi, October 3.

(3) "Research and Development of Elderly Human Service Workers Training Materials". (1986). Presentation given in April at the Health Promotion Directorate to administrators, staff development officers, Health and Welfare Canada, Winnipeg, Manitoba.

(3) "Aging, Technology and Culture". (1986). Presentation to the Ukrainian National Student Association, held February 16 at the Fort Garry Hotel, Winnipeg, Manitoba.

(3) "ESWTP Training Workshops". (1986). Held on June 26 and October 15 at the University of Manitoba, Faculty of Education for trainers, facilitators, staff development officers.

(4) (1986-87). A number of provincial field test sites have been involved with the E.S.W.T. Project. (i.e. Holy Family Nursing Home; Age and Opportunity Centre; Tache Nursing Home; Bethania Personal Care Home; Middlechurch Home).

IV. SUMMARY

This Report, begins with an executive summary of the Elderly Service Workers' Training Project (ESWTP) and then introduces the reader to the background of the ESWTP, its basic assumptions and its purpose and goals.

Three major phases, providing an overview of essential project activities, form the body of the Report. They are the: a) Research Phase, b) Development and Testing Phase, and c) Dissemination and Implementation Phase.

The information pertaining to the three phases came from a variety of sources. Views were drawn; from a system of voluntary Advisory Committees (Core Advisory Committee, Cultural Task Committees, Content Advisory Committee, Prototype Evaluation Committee); from written surveys of 80 older adult facilities and organizations in Manitoba meeting established criteria, employing 1,787 human service workers; from structured on-site interviews with workers, and; from assessment forms and mailcard surveys of implementation progress and impact at a number of provincial field test sites.

They provided a factual and conceptual complement to other available research and assisted the ESWTP invaluably in assessing the validity of its own methodology.

As the Report indicates, the ESWTP developed 21 print modules, 12 interactive video (tape) modules, 9 computer-assisted instruction (CAI) modules and 4 resource materials. The interactive video modules utilize an Apple IIe micro-computer, a video monitor, an industrial/educational Sony SLO-325 Betamax video player/recorder, and an interface control card (by Whitney Educational Services or Bell & Howell). The CAI modules utilize an Apple IIe micro-computer and a video monitor.

The Report concludes with suggested recommendations and an Appendices provides the reader with selected samples of materials relevant to the ESWTP efforts.

V. RECOMMENDATIONS

The following recommendations are put forward for consideration to all of us (including Government of Canada, Health Promotion Directorate) who declare an interest in the area of aging.

* Encourage and facilitate the implememtation of the ESWTP products.
* Provisions be made to translate the ESWTP products from one courseware format (ie: Apple //e utilizing the Whitney Videotape/Videodisc Supercircuit II A 3001-A interface control card) to another (ie:IBM PC utilizing the Whitney Videotape controller interface PC-500 card) for greater diffusion. The process of translating from the Apple IIE format to the IBM PC format may be facilitated by Cross-Assemblers.
* Facilitate the further development of other human service worker problems in print and interactive video formats.
* Translate all ESWTP print materials into the first language of the workers, in particular Ukrainian, French and German.
* Provide support for experimental work in the use of this kind of material on videodisc.
* Conduct experimental research with workers and the ESWTP products. Data obtained from such a study could provide better insight into delivery systems and adult learning.

* Promote ESWTP materials to other communities or provinces in need of basic training materials.
* Encourage other cultures (i.e. Vietnamese, Chinese, Japanese, British) to be researched and similarly incorporated into a structured training format.
* Continue the delivery of training orientation sessions to potential users of the ESWTP products.

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VII. APPENDICES

APPENDIX A

Sample Notice of Cultural Task Committee

Bethania
Mennonite Personal Care Home, Inc. (204) 667-0795

MEMORANDUM

DATE: August 30, 1985

TO: Committee Members, Task Committee, German Language Training Module Elderly Service Workers Training Project.

FROM: Helmut Epp

RE: Up-date on planning.

I am forwarding material that will assist you in preparing for our September 13th meeting at the St. Peter's Lutheran Church. Please note that the time to be set aside for this meeting is from 1:00 - 4:30 P.M.

Once you have reviewed all of this, and if you have any further suggestions or comments about any of this, then please be sure to call. As Committee Members, we especially have to think about how best to organize the brainstorming meeting so that we in fact achieve the purposes for which it is intended.

Thank you for your on-going interest and support.

P.S. I have also enclosed a list of our Committee membership, and of the resource persons invited to the September 13th meeting.

P.P.S. Would you be willing and/or available to meet at St. Peter's at 12:00 noon on the 13th, to have a brief meeting, and to assist in preparation for the 1:00 P.M. session? I would arrange to pick up some lunch for us.
RSVP

HE/fe

Bethania
Mennonite Personal Care Home, Inc.
1045 CONCORDIA AVENUE, WINNIPEG, CANADA R2K 3S7 (204) 667-0795

August 30, 1985

Dear Friends:

You have by now become aware that an effort is being made to put togehter an information and training package that will be useful for the purpose of training workers who relate in their work situations to those older adults who generally speak German as their first language. Other similar material has already been prepared, about working with the elderly generally, as part of the same program.

You have kindly agreed, I understand, to help to highlight information about typical characteristics, attitudes, values, etc., that workers should bear in mind when working with older persons of Germanic backgrounds. The afternoon of Friday, September 13th, has been set aside to bring together a number of people like you to go over a list of areas that may be useful to consider in preparing a package of training material. This meeting will take place at St. Peter's Lutheran Church, 65 Walnut street, at the corner of Wolseley Avenue, west of Maryland. We plan to begin at 1:00 P.M. and work until 4:30 P.M. By that time we should have had a chance to share enough ideas so that the person assigned to write up the material can get started. At a later time, the written report will be mailed to you for further comment, if you wish. The whole project is intended to be done by October 31st, at least as far as the work of our group is concerned.

I have enclosed 3 pieces of information produced by the staff of the Faculty of Ecucation at the University of Manitoba who conceived this whole project, and who will be responsible for the final product. As indicated, you may call there for further clarification, or you may call me to confirm any of the arrangements, etc.

I am certainly looking forward to the "brainstorming" session planned for September 13th, and, I thank you most sincerely for your interest and support, and for your anticipated contribution at the meeting.

Yours sincerely,

Helmut Epp
Chairman, Task Committee
German Language Training Module

P.S. Although you have already indicated your interest, could I ask you to confirm your attendance with my office one more time. This will help us to plan the meeting. Please call and leave a message with Erna at 667-0795.

APPENDIX B

News and Press Releases

SVOBODA

UKRAINIAN DAILY

Редакція і Адміністрація:
"Svoboda"
30 Montgomery Street
Jersey City, N.J. 07302
Телефони: (201) 434-0237
(201) 434-0807
(201) 434-3036

УНСоюз: (201) 451-2200

JERSEY CITY and NEW YORK, WEDNESDAY, JUNE 29, 1983 No. 121. VOL. XC.

Студіюватимуть проблеми пенсіонерів

Вінніпег, Канада. — Доктори Декстер Гарві й Орест Цап при факультеті Педагогіки в Манітобському університеті отримали від Міністерства Здоров'я й Соціяльного Забезпечення (Оттава) дотацію на 259,713 долярів, щоб розпочати програму тренування громадських працівників, які розв'язали б суспільні проблеми і стан здоров'я літніх, старших і старих громадян.

Громадські працівники, які користають з програми тренування: друк, телебачення, себто „відіотейп" і мікрокомпютор, навчаються про те, як розв'язувати преважливі питання в житті сеньйорів-громадян. Гармонійна співпраця між суспільними працівниками і старшими особами — дуже важливий чинник у нашому громадському житті.

Цей чотирирічний проєкт буде займатися суспільними проблемами і станом здоров'я, які виключно стосуються людей культур — французької, української, німецької, тубільної (цебто культури корінних жителів) та й англійської.

Одночасно проєкт може знайти ширше наукове застосування щодо удосконалювання й працездатности суспільних працівників, які працюють із старшими віком громадянами.

За дальші інформації слід звертатися на нижче подану адресу: Elderly Services Workers' Training Project, Project Directors, Faculty of Education, Room 113, University of Manitoba, Winnipeg, Manitoba, Canada R3T 2N2.

German Press Release

Die Gewahrung von $259.713 die sich hinausstreckt uber eine Periode von vier Jahren, ist als Zuerkennung von dem Minister des National Gesundheitsministerium und Fursorgeamt, an die Doktoren D. Harvey und O. Cap, der Abteilung des Lehr-Stundenplan Pensum ausgeteilt worden: fur Mathematik und Naturwissenschaft der Fakultat des Erziehungs- und Schulwesen, um zu fundieren das Studium der Probleme welche zutreffen auf die Humanitat-Dienst-Arbeiter, in dem sie Furorge und Pflege fur die altlichen tragen. Trainierte Sitten werden ausgeubt, die sich bewirken in der Ausbildung der Arbeiter. Ein Hauptteil des Studiums ware die Identifikation von verschiedenen spezifischen Bedurfnissen der Arbeiter, die in der Dienstausrichtung der altlichen von funf etnischen Gruppen in Manitoba (sich betatigen) videlicet: Ukrainisch, Franzosisch, Eingeborene, Deutsche und Britische. Das Ziel ware, zu verbessern die Qualitat des Lebens der altlichen, in dem man den Bedarf der Arbeiter unterstutzt, die fur die altlichen sorgen. So das zu guter letzt, das Resultat, in wie fern es sich auf die Erziehungs-Ausbildung bezieht, leistungsfahige, trainierte, wirksame Pakete aufgestellt und entwickelt werden, die dazu dienen, um zu erhohen die Fahigkeit der Dienstausfuhrung der Humanitat - Dienstarbeiters, welche mit den altlichen-paketen arbeiten, die spater widerum nutzbar sind zur weiteren Anwendbarkeit.

APPENDIX C

Workshop Material

WORKSHOP AGENDA

Elderly Service Workers' Training Project

ESWTP Training Workshop

TRAINING WORKSHOP OBJECTIVES

The purpose of this training workshop is to:

1. Introduce a series of training modules and resource handbook materials that are designed to assist human service workers in their daily interaction with the older adult population of four culture groups in the province of Manitoba.

2. Train a selected cadre of facilitators (resource personnel) familiar with the use and implementation of the ESWTP materials.

3. Provide a training setting that will involve participants (i.e.facilitators, trainers or staff development officers) in activities that will answer their questions and help resolve problems concerning the use of the ESWTP training modules.

4. Provide participants with an opportunity for sharing ideas, and generating new ideas concerning the implementation of various techniques and instructional programs for more effective support and training of human service workers.

This training workshop is part of the activities of the Elderly Service Workers' Training Project sponsored by Health and Welfare Canada and the Faculty of Education, University of Manitoba, Project Grant Number:6553-2-45.

REGISTRATION FORM

Elderly Service Workers' Training Project
University of Manitoba, Faculty of Education,
Room 113 , Winnipeg, Manitoba, R3T 2N2

(Please Return before October 1, 1986)

Print or Type:

Name/Title_____

Position_____

Organization_____

1. _____ I accept the invitation to represent our organization department in the ESWTP Training Workshop.

2. _____ I am unable to accept the invitation to participate, and/or we are unable to send a representative to the ESWTP Training Workshop.

Business Address:

Location/Street_____

City_____ Postal Code_____

Telephone ( ) _____

Note: participants will be involved in a half day session.

WORKSHOP A

Thursday Morning Program

Place: Faculty of Education,
University of Manitoba
Room #:200

Date: June 26/86

Time: 8:30 AM

8:30 AM - "Eye - Opener" ; coffee and juice

9:00 AM - Introductions

9:15 AM - Welcoming Note: Project Directors' Drs. Dexter Harvey and Orest Cap.

9:30 AM - Project Directors' provide background information (i.e. purpose, goals) about the ESWTP.

10:00 AM - Project Directors' will introduce a series of training modules and resource materials (User's Guide, Case Studies Handbook) including an interactive video tape training module demonstration, and will explain why and for who they were designed.

11:00 AM - Coffee Break

11:15 AM - Continuation of introduction of series modules

11:45 AM - Project Directors' summarize events of the morning session and adjourn for lunch.

12:00 LUNCH - LUNCH LUNCH LUNCH LUNCH LUNCH LUNCH

NOTE: BE SURE TO RETURN YOUR EVALUATION FORM

This training workshop is part of the activities of the Elderly Service Workers' Training Project sponsored by Health and Welfare Canada and the Faculty of Education, University of Manitoba, Project Grant Number:6553-2-45.

Thursday Afternoon Program

1:30 PM - Overview of AM program and open question period.

2:00 PM - Group I (Print) Group II (Interactive Video) Hands On/Familiarization.

2:45 PM - Group II (Print) Group I (Interactive Video) Hands On/Familiarization

3:30 PM - Overview of Experience
Recorders present gathered comments.

NOTE: BE SURE TO RETURN YOUR EVALUATION FORM

This training workshop is part of the activities of the Elderly Service Workers' Training Project sponsored by Health and Welfare Canada and the Faculty of Education, University of Manitoba, Project Grant Number:6553-2-45.

WORKSHOP B

Wednesday Morning Program

Place: Room 200, Faculty of Education, University of Manitoba

Date: October 15, 1986

Time: 8:00 AM

8:00 AM - "Eye - Opener" ; coffee and juice

8:30 AM - Introductions

8:45 AM - Welcoming Note: Project Directors' Drs. Dexter Harvey and Orest Cap.

9:00 AM - Project Directors' provide background information (i.e. purpose, goals) about the ESWTP.

9:30 AM - Project Directors will introduce a series of training modules including an interactive video tape training module demonstration, and will explain why and for who they were designed.

10:15 AM - Coffee Break

10:30 AM - Group I (print) Group II (interactive video) hands on familiarization.

11:15 AM - Group II (print) Group I (interactive video) hands on familiarization.

12:00 - Introduction of resource materials (User's Guide and Case Studies Handbook).

12:30 PM - Evaluation forms.

NOTE: BE SURE TO RETURN YOUR EVALUATION FORM

This training workshop is part of the activities of the Elderly Service Workers' Training Project sponsored by Health and Welfare Canada and the Faculty of Education, University of Manitoba, Project Grant Number:6553-2-45.

HANDOUT

1. Would your organization be willing to be a pilot site for our training material?

Yes	No
( )	( )

2. Would you or your organization be willing to serve as a workshop facilitator, to introduce this training material, to other organizations?

Yes	No
( )	( )

This training workshop is part of the activities of the Elderly Service Workers' Training Project sponsored by Health and Welfare Canada and the Faculty of Education, University of Manitoba, Project Grant Number:6553-2-45.

WORKSHOP EVALUATION FORM

Purpose:

This questionnaire has been designed to help the project staff assess the quality of the workshop and to determine the extent that it has met your expectations.

How Well Were The Workshop Objectives Achieved?

Indicate by circling the appropriate rating, how well the following workshop objectives were achieved.

Objectives	Extremely Well		Adequately		Not at all
1. Introduce a series of training modules and resource handbook materials with workshop participants.	1	2	3	4	5
2. Train a selected cadre of facilitators (resource personnel) familiar with the use and implementation of the ESWTP materials.	1	2	3	4	5
3. Provide a training setting that will involve participants in activities that will answer their questions and help resolve problems regarding the use of ESWTP training modules.	1	2	3	4	5
4. Provide participants with an opportunity for sharing ideas, and generating new ideas concerning the implementation of various techniques and instructional programs for more effective support and training of human service workers.	1	2	3	4	5

This training workshop is part of the activities of the Elderly Service Workers' Training Project sponsored by Health and Welfare Canada and the Faculty of Education, University of Manitoba, Project Grant Number:6553-2-45.

What Did You Think Of The Workshop Arrangements?

	Excellent		Average		Poor
1. Pre-Workshop information	1	2	3	4	5
2. Registration procedures	1	2	3	4	5
3. Meeting Rooms	1	2	3	4	5
4. Overall organization	1	2	3	4	5
5. Opportunity for professional interchange	1	2	3	4	5

How Effective Was The Workshop Presentation?

	Yes	No
1. Were you given enough time to ask questions?	( )	( )
2. Were your questions answered satisfactorily?	( )	( )
3. Was their enough time allowed for group discussion?	( )	( )
4. Was the information presented in an interesting manner?	( )	( )
5. Did the workshop leaders have their materials and program well organized?	( )	( )

This training workshop is part of the activities of the Elderly Service Workers' Training Project sponsored by Health and Welfare Canada and the Faculty of Education, University of Manitoba, Project Grant Number:6553-2-45.

APPENDIX D

Module Evaluation Form

LEARNING MODULE EVALUATION FORM

It would be appreciated if you would take a few minutes to tell us how you would rate the study module you have just completed. Your ratings will provide information regarding module revision. Please complete the following questions:

Title of Module (please check)

B.1 Ukrainian Culture_____ B.1.1 Communication and Adjustment_____

B.1.2 Communication and Adjustment_____ B.2 German Culture_____

B.2.1 Communication and Adjustment_____ B.3 French Culture_____

B.3.1 Communication and Adjustment_____ B.4 Native Culture_____

B.4.1 Communication and Adjustment_____

B.4.2 Communication and Adjustment_____ C.1 Work Environment I_____

Module Format

Please check which form of the module you used:

Print only_____ or Interactive Computer/Video____

EVALUATION

Please Circle your response to each of the following questions. If your response is negative, comment on where change is needed.

1. WAS THE MATERIAL IN THE MODULE UNDERSTANDABLE?

   ALWAYS MOST OF THE TIME SOMETIME NEVER

   COMMENTS_____
   _____
   _____

2. WHAT IS THE DIFFICULTY LEVEL OF THIS MODULE?

   SIMPLE AVERAGE DIFFICULT

   COMMENTS_____
   _____
   _____

3. WAS THE MATERIAL CLEARLY PRESENTED?

   YES NO

   COMMENTS_____
   _____
   _____

4. HOW MUCH DID YOU LEARN FROM THE MODULE?

   VERY MUCH SOME LITTLE NONE

   COMMENTS_____
   _____
   _____

5. DID THE CONTENT APPLY TO YOUR JOB?

   VERY MUCH SOME LITTLE NONE

   COMMENTS_____
   _____
   _____

6. WAS THE COVERAGE OF THE TOPIC IN THE MODULE ENOUGH FOR GENERAL AWARENESS?

TOO MUCH ENOUGH NOT ENOUGH

COMMENTS_____

_____

_____

_____

7. WAS THE VIDEO COMPONENT A GOOD COMPLIMENT?

YES NO

COMMENTS_____

_____

_____

_____

8. DID YOU FIND THE CASE STUDIES AND/OR ACTIVITIES USEFUL?

USEFUL SOMEWHAT USELESS DID NOT DO THEM
USEFUL

COMMENTS_____

_____

_____

_____

9. WERE THE DIRECTIONS FOR USING THE MODULE CLEAR?

YES NO

COMMENTS_____

_____

_____

_____

10. DID YOU LIKE USING THE MODULE?

YES NO

COMMENTS_____

_____

_____

_____

11. WILL YOU USE THE OTHER MODULES WHEN THEY BECOME AVAILABLE?

YES NO

COMMENTS_____

_____

_____

_____

12. IN YOUR OPINION, WHAT TYPE OF WORKER WOULD BENEFIT FROM USING THIS MODULE?

COMMENTS_____

_____

_____

_____

13. DID YOU FIND ANY OF THIS MATERIAL OFFENSIVE?

YES NO

COMMENTS_____

_____

_____

_____

BACKGROUND INFORMATION

JOB TITLE_____

OCCUPATION_____

PLACE OF EMPLOYMENT_____

TYPE OF WORK ENVIRONMENT_____

YEARS OF EXPERIENCE WORKING WITH OLDER ADULTS_____

APPENDIX E

The Follow-up Postcard/Mailcard

WORKING WITH OLDER ADULTS : A SERIES OF LEARNING MODULES

The real value of any work-related learning package is how useful it is in assisting you within your place of employment. Some time may have to pass before this value can really be determined.

The producers of the Working With Older Adults Learning Packages request your co-operation in responding to the statements on this card for the module you have used. Complete one card per module No Later Than FOUR Weeks After Using One.

Upon completion of the card, fold on the dotted line and staple the two halves together before mailing. No postage is required.

Check (√) the title of the module you have used. Use ONE card per module.

B.1 Ukrainian Culture___ B.1.1 Communication & Adjustment___
B.1.2 Communication & Adjustment___ B.2 German Culture___
B.2.1 Communication & Adjustment___ B.3 French Culture___
B.3.1 Communication & Adjustment___ B.4 Native Culture___
B.4.1 Communication & Adjustment___ C.1 Work Environment I___
B.4.2 Communication & Adjustment___

Place a Check Mark (√) by Each Statement Which Indicates How the Learning Module Has Helped You.

____ 1. Helped me to carry out a specific task in my job.
____ 2. Helped me to understand the importance of cultural differences among older adults.
____ 3. Helped me to understand the importance of the diverse factors affecting older adults.
____ 4. Other ways it helped:_____
_____
_____
____ 5. Did not help me in any way.

From the statements you have checked above, identify the most important one._____ Thank You.

APPENDIX F

Sample Letters of Request

Carewest

a community of caring

November 17, 1986

Dr. Orest Cap
Program Coordinator of Industrial Arts
and Industrial Teacher Education
Faculty of Education
University of Manitoba
Winnipeg, Manitoba
R3T 2N2

Dear Dr. Cap

Thank you for showing me your Elderly Service Workers' Training Project. It is a most exciting undertaking. I would like to explore further with you the possibility of obtaining packages of the printed units. Would you please send me a firm price when it is available?

The interactive video has so many added advantages, that I have been inquiring about buying a used Apple II-E. Could you tell me approximately how much an interactive program would cost, and when it could be available?

I have talked to many people here, and there is much interest in your program. I hope to hear from you soon.

Please give my regards and thanks to Ihor.

Sincerely,

Joyce

Joyce M. Church
Manager, Southern Alberta
Educational Resource Centre
for Long Term Care

JMC:wa

Administrative Centre
Cross Bow Auxiliary Hospital
[illegible] Auxiliary Hospital [illegible]
Glenmore Park Auxiliary Hospital
George Bowalk Nursing Home
Dr. Vernon Fanning Extended Care Centre

Administrative
Centre
1070 McDougall Road N.E.
Calgary, Alberta T2E 7Z2
(403) 267-2900

Veterans Affairs Canada | Anciens combattants Canada

July 9, 1986

E. Day
Project Coordinator
Elderly Services Workers Training Project
Room 113
Education Building
Winnipeg, Manitoba
R3T 2N2

Dear Ms. Day:

We found the presentation informative and certainly applicable to the training requirements of our Department.

We have since ordered and received all but two of the project manuals for inclusion in the training and oreintation program offered to New Counsellors. We would be most appreciative of receiving the other two manuals at your earliest convenience.

Thank you so much for including Veterans Affairs in your list of participants.

Yours truly,

D Newman

D. NEWMAN (Mrs.)
Regional Co-ordinator Client Services
Veterans Affairs Canada
Prairie Regional Office
P.O. Box 6050
Winnipeg, Manitoba
R3C 4G5

/dkb

WOMEN'S STUDIES OUTREACH PROJECT
BOX 10,000
ATHABASCA, AB TOG 0B0

Phone 675-6392

March 11, 1986

Dr. D. Harvey
Elderly Service Workers Program
University of Manitoba
Faculty of Education
Winnipeg, Manitoba
R3T 2N2

Dear Dexter:

I am undertaking a feasibility study re: formal and informal education for women in rural Alberta.

I am writing with regard to the E.S.W. project. Have you distributed any of the units as yet? This may be a relevant program to rural Alberta personal care homes.

Please let me know shortly. Thanking you in advance for your attention to this request.

Sincerely yours,

Donna Morrison
Outreach Worker

DM/fe

APPENDIX G

Problems Identified by Human Service Workers

Human Service Worker

Problem Identification List

Rank by No. rep.	Problem Type	Code No.
1 -	Memory Loss/Confusion/Disorientation	1
2 -	Medical condition/Loss of Function	31
3 -	Inappropriate Social Behaviour	10
4 -	Family	3
4 -	Depression	15
4 -	Counselling	
7 -	Noncompliance	8
8 -	Impaired Communication	5
9 -	Loneliness/Social Isolation	17
10-	Aggressive Behavior	2
11-	Attitude	62
11-	Discontent	9
13-	Level of Motivation	12
14-	Coping Capacity/Emotional Involvement	63
15-	Adjustment to Disability	35
16-	Nutritional Needs	37
17-	Unrealistic Expectations of the Elderly	61
18-	Poor Hygiene	4
19-	Transition in Needs	33
19-	Interpersonal Conflict	52
21-	Threat to Self or Others	7
22-	Staff and/or Client Grievances	51
23-	Patient Education	54
24-	Grief	16
24-	Adjustment to Institution	32
26-	Financial	18
26-	Loss/Change	36
26-	Unrealistic Expectations of Worker	6
29-	Alcoholism/Drug Abuse	13
30-	Role Conflict	53
30-	Mental Instability	14
32-	Resources/Staffing	54
33-	Inappropriate Sexual Behavior	11
34-	Widowhood	34

APPENDIX H

Human Service Workers' Problems Identification Summary Chart

Human Service Workers' - Problem Identification Summary Chart

N = 2082

# of Workers	Problem	Ranking Order	Cultures	Type of Workers	X Common	X Solvable	X Seriousness
234	Memory Loss Confusion Disorientation	1	BR - 71	NA - 90	2.389*	3.222	2.944
			UK - 15	SUP- 41	1.951	2.780	2.658
			FR - 16	LPN- 40	2.050	3.100	3.175
			NV - 3	RN - 29	2.034	3.482*	3.413*
			GR - 17	ADM- 12	2.333	2.833	2.500
			OTH- 11	HM - 6	2.333	1.667	2.333
			0 - 20	0 - 6	1.667	3.166	3.166
234	Medical Condition Loss of Function	1	BR - 79	NA - 69	2.101	3.159	3.260
			UK - 49	RN - 35	2.142	3.314	3.571*
			FR - 12	LPN- 31	2.709	3.387	3.258
			NV - 4	SUP- 24	2.458	3.208	3.083
			GR - 30	HM - 21	2.523	2.666	3.238
			OTH- 18	0 - 15	3.133*	3.133	3.066
			0 - 0	ADM- 12	2.666	3.583*	3.000

Human Service Workers' - Problem Identification Summary Chart

N = 2082

# of Workers	Problem	Ranking Order	Cultures	Type of Workers	$\bar{X}$ Common	$\bar{X}$ Solvable	$\bar{X}$ Seriousness
127	Inappropriate Social Behavior	3	BR - 58	NA - 43	2.186	2.604	2.953
			UK - 11	SUP- 25	1.880	1.720	1.840
			FR - 9	LPN- 23	2.478	3.521	3.347
			NV - 3	RN - 17	2.647	3.941*	3.647
			GR - 8	AW - 10	2.600	2.700	3.400
			OTH- 8	O - 4	1.250	0	0
			O - 33	SW - 2	3.500*	3.500	4.500
110	Family	4	BR - 30	NA - 20	2.550	2.700	3.050
			UK - 19	RN - 14	3.286	3.214	3.500
			FR - 0	SUP- 10	3.100	2.400	3.700
			NV - 1	ADM- 8	3.375	3.000	3.125
			GR - 14	O - 8	3.750*	4.250*	3.125
			OTH- 7	LPN- 7	2.571	3.142	4.286*
			O -15	AW - 6	2.333	2.667	2.833

Human Service Workers' - Problem Identification Summary Chart

N - 2082

# of Workers	Problem	Ranking Order	Cultures	Type of Workers	$\bar{X}$ Common	$\bar{X}$ Solvable	$\bar{X}$ Seriousness
110	Depression	4	BR - 34	NA - 30	2.466	2.766	3.166
			UK - 18	LPN- 20	2.300	2.700	2.650
			FR - 5	HM - 13	2.538*	2.615	4.000
			NV - 1	RN - 11	1.727	3.090	2.818
			GR - 17	O - 8	2.125	3.500	4.375*
			OTH- 14	SUP- 7	2.285	3.571*	4.285
			O - 19	ADM- 5	2.000	3.000	4.200
110	Counselling	4	BR - 41	NA - 48	1.916	3.270	3.270
			UK - 16	LPN- 16	2.625	3.125	2.812
			FR - 7	O - 13	2.076	2.461	2.461
			NV - 7	RN - 11	2.600	3.545*	4.272*
			GR - 14	SUP- 7	2.571	3.000	2.571
			OTH- 10	ADM- 5	3.000	1.800	2.400
			O - 15	AW - 2	4.500*	3.500	3.500

Human Service Workers' - Problem Identification Summary Chart

N - 2082

# of Workers	Problem	Ranking Order	Cultures	Type of Workers	$\bar{X}$ Common	$\bar{X}$ Solvable	$\bar{X}$ Seriousness
102	Noncompliance	7	BR - 37	NA - 42	2.262	2.928	3.095
			UK - 13	LPN- 17	3.118*	3.176	3.588*
			FR - 7	RN - 13	2.154	3.230	3.230
			NV - 5	O - 11	2.272	2.818	2.364
			GR - 18	SUP- 8	2.625	2.875	2.250
			OTH- 10	AW - 6	3.000	3.333*	3.500
			O - 12	ADM- 2	2.272	2.818	2.364
96	Impaired Communication	8	BR - 40	NA - 41	1.732	2.780	2.975
			UK - 23	SUP- 17	2.588	2.823	2.705
			FR - 9	LPN- 12	2.500	3.083	3.250
			NV - 2	RN - 8	2.125	3.250	3.125
			GR - 11	O - 5	1.200	2.400	2.800
			OTH- 4	AW - 3	2.333	3.000	4.333
			O -16	PC - 3	3.666*	3.666*	5.000*

Human Service Workers' - Problem Identification Summary Chart

N - 2082

# of Workers	Problem	Ranking Order	Cultures	Type of Workers	$\bar{X}$ Common	$\bar{X}$ Solvable	$\bar{X}$ Seriousness
95	Loneliness Social Isolation	9	BR - 26	NA - 26	2.269	2.846	3.000
			UK - 14	LPN- 15	1.933	2.333	2.733
			FR - 7	SUP- 13	3.461*	2.615	3.461
			NV - 4	HM - 12	2.833	2.500	4.083*
			GR - 10	SW - 6	1.500	1.667	2.500
			OTH- 10	RN - 6	2.000	2.667	3.167
			O - 13	AW - 6	3.333	3.167*	3.500
93	Aggressive Behavior	10	BR - 35	NA -44	2.386	3.136	3.045
			UK - 18	LPN-17	2.000	3.470	3.352
			FR - 6	RN -16	2.250	3.347	3.687
			NV - 21	SUP- 6	2.167	2.000	2.833
			GR - 16	O - 4	2.750	3.500	3.000
			OTH- 7	AW - 3	3.333*	2.000	2.333
			O - 19	ADM- 2	2.500	5.000*	5.000*

Human Service Workers' - Problem Identification Summary Chart

N = 2082

# of Workers	Problem	Ranking Order	Cultures	Type of Workers	$\bar{X}$ Common	$\bar{X}$ Solvable	$\bar{X}$ Seriousness
73	Attitude	11	BR - 21	NA - 31	2.000	2.967	2.935
			UK - 14	SUP- 15	3.333	2.470	2.133
			FR - 5	O - 9	2.780	2.560	3.000
			NV - 3	ADM- 7	2.430	2.714	3.571
			GR - 10	LPN- 6	3.000	3.333	3.670*
			OTH- 11	PHN- 2	3.500	2.500	2.500
			O - 9	RN - 1	4.000*	4.000*	3.000
73	Discontent	11	BR - 31	NA - 27	2.185	3.074	2.780
			UK - 9	SUP- 22	2.545*	2.640	2.545
			FR - 5	LPN- 7	2.430	2.860	2.860
			NV - 2	RN - 6	2.500	4.670*	4.170*
			GR - 8	AW - 4	2.000	3.000	3.250
			OTH- 3	ADM- 3	2.000	3.000	2.670
			O - 14	HM - 2	1.500	1.500	2.000

Human Service Workers' - Prlblem Identification Summary Chart

N = 2082

# of Workers	Problem	Ranking Order	Cultures	Type of Workers	$\bar{X}$ Common	$\bar{X}$ Solvable	$\bar{X}$ Seriousness
70	Level of Motivation	13	BR - 29	NA - 23	1.782	2.435	3.043
			UK - 8	LPN- 12	1.667	4.416*	3.750
			FR - 2	O - 10	3.200*	3.100	3.500
			NV - 3	SUP- 7	2.142	2.857	3.428
			GR - 9	AW - 6	1.667	2.500	2.500
			OTH- 8	RN - 5	2.000	4.000	4.000*
			O - 13	ADM- 4	2.500	3.000	3.500
67	Coping Capacity Emotional Involvement	14	BR - 26	NA - 36	1.944	3.000	2.972
			UK - 3	RN - 11	1.909	4.000*	4.454
			FR - 3	SUP- 7	1.857	3.428	4.286
			NV - 2	LPN- 5	2.200	3.200	4.000
			GR - 4	O - 4	1.250	2.250	2.500
			OTH- 6	AW - 2	3.500*	2.000	4.500*
			O - 22	ADM- 1	3.000	2.000	4.000

Human service Workers' - Problem Identification Summary Chart

N = 2082

# of Workers	Problem	Ranking Order	Cultures	Type of Workers	$\bar{X}$ Common	$\bar{X}$ Solvable	$\bar{X}$ Seriousness
64	Adjustment to Disability	15	BR - 25	NA - 20	2.050	3.350	3.000
			UK - 8	LPN- 12	2.583	3.250	3.750
			FR - 3	RN - 10	2.500	3.500*	3.900*
			NV - 3	SUP- 7	2.285	2.000	1.076
			GR - 6	AW - 5	2.600*	2.800	3.200
			OTH- 12	ADM- 4	2.250	1.750	2.500
			O - 8	HM - 2	2.000	2.500	2.000
56	Nutritional Needs	16	BR - 15	SUP- 28	2.357	2.464	2.964
			UK - 13	NA - 11	2.000	3.363	2.818
			FR - 3	RN - 6	2.333	3.833	3.333
			NV - 2	LPN- 4	2.000	3.250	3.500
			GR - 9	ADM- 3	3.666*	4.000*	3.333
			OTH- 8	PHN- 3	3.333	2.000	2.666
			O - 6	O - 1	1.000	4.000	4.000*

Human Service Workers' - Problem Identification Summary Chart

N = 2082

# of Workers	Problem	Ranking Order	Cultures	Type of Workers	$\bar{X}$ Common	$\bar{X}$ Solvable	$\bar{X}$ Seriousness
41	Unrealistic Expectations of the Elderly	17	BR - 15	NA - 15	2.467	2.133	2.067
			UK - 8	SUP- 10	2.200	2.600	2.300
			FR - 0	ADM- 7	3.571*	2.857	3.857*
			NV - 0	LPN- 6	1.333	4.000*	3.167
			GR - 4	O - 3	3.000	3.333	1.333
			OTH- 4				
			O - 9				
38	Poor Hygiene	18	BR - 11	NA - 15	2.200	2.070	2.470
			UK - 5	SUP- 9	3.222	2.890	2.560
			FR - 3	O - 4	2.000	2.250	2.000
			NV - 2	PHN- 2	4.000	2.000	2.000
			GR - 3	RN - 2	1.000	2.000	3.500
			OTH- 6	AW - 2	2.500	1.000	2.000
			O - 8	LPN- 1	4.000*	4.000*	5.000*

Human Service Workers' - Problem Identification Summary Chart

N = 2082

# of Workers	Problem	Ranking Order	Cultures	Type of Workers	$\bar{X}$ Common	$\bar{X}$ Solvable	$\bar{X}$ Seriousness
35	Transition in Needs	19	BR - 15	SUP- 11	2.640	2.640	2.640
			UK - 4	HM - 7	3.000	2.860	4.143
			FR - 2	RN - 4	3.750	3.750	4.500
			NV - 0	O - 3	3.000	2.000	2.333
			GR - 1	ADM- 2	4.500*	2.500	1.000
			OTH- 6	AW - 2	3.500	2.000	2.000
			O - 7	SW - 2	2.500	4.000*	4.500*
35	Interpersonal Conflict	19	BR - 15	SUP- 9	2.333	2.780	3.111
			UK - 7	NA - 8	2.875	3.000	3.000
			FR - 0	ADM- 5	3.400	3.000	4.400*
			NV - 0	RN - 5	3.400	3.400	3.200
			GR - 4	AW - 3	3.000	3.000	3.670
			OTH- 2	LPN- 2	1.500	4.000	4.000
			O - 7	VOL- 1	5.000*	4.000*	4.000

Human Service Workers' - Problem Identification Summary Chart

N = 2082

# of Workers	Problem	Ranking Order	Cultures	Type of Workers	$\bar{X}$ Common	$\bar{X}$ Solvable	$\bar{X}$ Seriousness
34	Threat to Self or Others	21	BR - 18	LPN- 10	1.700	3.500	3.700
			UK - 4	NA - 10	2.200	1.800	2.400
			FR - 2	RN - 6	3.670	3.500	3.670
			NV - 1	SUP- 3	3.000	3.670	2.333
			GR - 3	ADM- 2	4.000*	4.500*	5.000*
			OTH- 3	HM - 2	4.000	3.500	5.000
			O - 3	O - 1	1.000	4.000	5.000
31	Staff/Client Grievances and/or	22	BR - 11	LPN- 8	2.250	2.375	4.000
			UK - 7	AW - 6	2.833	2.500	2.667
			FR - 3	RN - 5	1.800	3.400	3.800
			NV - 0	SUP- 4	2.750	3.000	1.500
			GR - 2	ADM- 4	3.500*	2.000	3.250
			OTH- 2	NA - 2	2.000	4.000*	2.500
			O - 6	PC - 1	3.000	3.000	5.000*

Human Service Workers' - Problem Identification Summary Chart

N = 2082

# of Workers	Problem	Ranking Order	Cultures	Type of Workers	$\bar{X}$ Common	$\bar{X}$ Solvable	$\bar{X}$ Seriousness
24	Patient Education	23	BR - 12	NA - 5	2.800	3.400	3.600
			UK - 4	LPN- 4	3.000	3.500*	3.500
			FR - 2	RN - 4	2.000	2.750	3.500
			NV - 0	AW - 3	2.333	3.000	4.000*
			GR - 1	O - 3	3.333	2.333	3.667
			OTH- 2	PHN- 2	4.000*	2.500	3.000
			O - 3	HM - 1	3.000	1.000	1.000
22	Grief	24	BR - 9	NA - 6	2.000	4.333	3.833
			UK - 5	SUP- 4	3.250	2.250	2.500
			FR - 0	AW - 2	4.500*	2.000	5.000*
			NV - 2	ADM- 2	2.500	3.500	3.000
			GR - 2	PHN- 2	3.500	3.000	2.500
			OTH- 0	LPN- 2	2.500	3.500	3.000
			O - 4	O - 2	4.500	2.500	1.500

Human Service Workers' - Problem Identification Summary Chart

N = 2082

# of Workers	Problem	Ranking Order	Cultures	Type of Workers	$\bar{X}$ Common	$\bar{X}$ Solvable	$\bar{X}$ Seriousness
22	Adjustment to Institution	24	BR - 9	NA - 6	3.000	2.667	2.833
			UK - 4	SUP- 4	2.750	2.250	2.000
			FR - 2	LPN- 4	2.750	3.250	3.750
			NV - 1	RN - 2	2.000	3.000	4.000
			GR - 2	AW - 2	3.000	2.000	3.500
			OTH- 1	ADM- 1	3.000	3.000	4.000
			O - 3	SW - 1	5.000*	4.000*	4.000*
12	Financial	26	BR - 2	AW - 4	2.500	2.500	2.250
			UK - 2	ADM- 3	2.670	1.333	3.670
			FR - 0	PHN- 2	3.500	2.000	2.000
			NV - 2	HM - 1	1.000	1.000	3.000
			GR - 2	RN - 1	2.000	4.000*	4.000*
			OTH- 2	SUP- 1	4.000*	3.000	3.000
			O - 2				

Human Service Workers' - Problem Identification Summary Chart

N = 2082

# of Workers	Problem	Ranking Order	Cultures	Type of Workers	$\bar{X}$ common	$\bar{X}$ Solvable	$\bar{X}$ Seriousness
12	Loss/Change	26	BR - 6	NA - 3	2.000	4.000	4.670
			UK - 0	LPN- 2	1.500	2.500	1.500
			FR - 0	0 - 2	3.500	3.000	3.000
			NV - 0	SUP- 1	1.000	3.000	4.000
			GR - 2	HM - 1	1.000	3.000	5.000
			OTH- 4	RN - 1	4.000*	5.000*	5.000*
			0 - 0	ADM- 1	4.000	5.000	5.000
12	Unrealistic Expectations of Worker	26	BR - 6	NA - 6	1.500	3.000	3.170
			UK - 2	SUP- 4	2.000	3.500	3.500
			FR - 1	0 - 1	1.000	4.000*	4.000*
			NV - 0	ADM- 1	3.000*	3.000	3.000
			GR - 2				
			OTH- 0				
			0 - 1				

Human Service Workers' - Problem Identification Summary Chart

N = 2082

# of Workers	Problem	Ranking Order	Cultures	Type of Workers	$\bar{X}$ Common	$\bar{X}$ Solvable	$\bar{X}$ Seriousness
11	Alcoholism/ Drug Abuse	29	BR - 4	LPN- 3	2.500	3.333	4.333
			UK - 0	SW - 3	1.333	3.667*	3.000
			FR - 0	RN - 2	3.500	3.000	4.500
			NV - 4	NA - 1	1.000	2.000	4.000
			GR - 0	HM - 1	4.000*	3.000	5.000*
			OTH- 1	ADM- 1	4.000	2.000	4.000
			O - 2				
10	Role Conflict	30	BR - 8	RN - 4	3.000	2.750	3.250
			UK - 0	NA - 3	3.670*	4.000	4.333*
			FR - 0	SUP- 2	3.000	2.500	3.000
			NV - 0	LPN- 1	1.000	3.000	4.000
			GR - 0				
			OTH- 1				
			O - 1				

Human Services Workers - Problem Identification Summary Chart

N = 2082

# of Workers	Problem	Ranking Order	Cultures	Type of Workers	$\bar{X}$ Common	$\bar{X}$ Solvable	$\bar{X}$ Seriousness
10	Mental Instability	30	BR - 4	NA - 5	1.800	2.200	2.200
			UK - 3	LPN- 2	5.000*	5.000*	5.000*
			FR - 2	ADM- 2	3.000	3.500	4.000
			NV - 0	RN - 1	3.000	5.000	3.000
			GR - 0				
			OTH- 0				
			0 - 1				
9	Resources/ Staffing	32	BR - 4	0 - 3	3.500	2.000	2.000
			UK - 1	ADM- 2	1.500	1.000	2.000
			FR - 1	LPN- 2	4.000	4.000	5.000*
			NV - 1	NA - 1	1.000	5.000*	2.000
			GR - 1	AW - 1	1.000	1.000	5.000
			OTH- 0	RN - 1	4.000*	4.000	3.000
			0 - 2				

Human Service Workers' - Problem Identification Summary Chart

N = 2082

# of Workers	Problem	Ranking Order	Cultures	Type of Workers	$\bar{X}$ Common	$\bar{X}$ Solvable	$\bar{X}$ Seriousness
8	Inappropriate Sexual Behavior	33	BR - 2	ADM- 3	2.333	2.333	4.000
			UK - 2	NA - 2	2.000	3.500*	4.000
			FR - 0	SUP- 1	5.000*	1.000	4.000
			NV - 0	LPN- 1	2.000	3.000	2.000
			GR - 1	SW - 1	4.000	2.000	5.000*
			OTH- 1				
			O - 2				
2	Widowhood	34	BR - 0	AW - 1	4.000*	4.000*	4.000
			UK - 0	HM - 1	3.000	3.000	5.000*
			FR - 0				
			NV - 0				
			GR - 1				
			OTH- 0				
			O - 1				